

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains review of related literature; it is about the detail of writing, interest, and gender differences.

#### **2.1 Writing**

Most of definitions from the experts are different between one to another. Writing is a complex and challenging task for some of students. By doing writing task, students must set the goals of the writing, organize the ideas, establish the ideas and find language that can be understood by the reader. Moreover, the problem faced by students in writing are the language, grammar, transcription and anxiety about writing ability (MacArthur, Philippakos, & Graham, 2016). It means to have a good writing; the students must understand the language, vocabulary, and grammar.

Writing is one of the skills that use for communication and studies especially for the students in school or colleges. Writing is a critical skill for students. At school, writing is often used to measure students understanding of content material (Graham & Hall, 2016). Not only in school, but also in the university, writing is essential subject and must be understood by all the students in the university. Every student must have writing skill to understand the language itself. So writing is needed by the students to communicate, present their ideas and it must be important subject in school or university.

### **1.1.1. The Importance of Writing**

Writing is basis primary upon which communication, history, record keeping, and art is begun. Every person encounters writing in every day of lives. Writing is needed when the person writes a letter, gives information, a literary subject, etc. Nowadays, writing is extremely important in society (Pesik, 2010)

There are some reasons why writing is important (Lorena & Sadiku, 2015):

- a. Writing is a tool for communication in our life
- b. Most of jobs require writing, so if the person has a good writing, it can be easier to get a job.
- c. Writing can sharpen an intelligence and critical thinking.

### **1.1.2. Types of Writing**

Writing has different types and the usages of the writing also important, there are some of types of writing (Meer, 2016) they are:

- a. Expository Writing

Expository writing is explaining a given topic or subject without expressing personal opinion. Expository writing also called as information writing. It gives information about a place, person, and thing. Expository writing gives the relevant fact and does not include opinions.

#### b. Descriptive Writing

Descriptive writing is describing a character, an event, or a place in detail. The descriptive writing will be good if the author gives the specific description. It can be seen in nature writing, poetry, descriptive passages, etc.

#### c. Persuasive Writing

Persuasive writing or argumentative attempts to persuade the writer point of view. It is difference to expository writing, persuasive writing has the opinions and the biases of the author or writer. There are some examples of persuasive writing, they are: advertisement, review of books or movie, opinion and editorial newspaper, and cover letter.

#### d. Narrative Writing

The purpose of narrative writing is to express the story. Narrative writing has characters and dialogue, and also it has situations like actions, motivational events, conflict and the solutions. The author or writer will create different characters and tell the reader the story happen to them. The examples of narrative writing are novels, poetry, short story, and etc

### 2.2 Interest

One of the most important factors in learning is interest. Interest focused on attention and engagement with the characteristic of particular content (Lee, Chao, & Chen, 2011). Being interested in something means that we care about it, it is important

for us and that we have (mostly) positive feelings towards it. Interest can never be forced by individual itself or by external situation.

Interest is a kind of internal motivation for a person to do something that they care about. Students who are interested in learning something, they will work, learn, and understanding more about what they are interested (Kahu, Nelson, & Picton, 2017). Interest concerns with someone's positive attitudes toward something. It can be defined as an activity that is followed their efforts to know and to learn and to do something. Being interested in something means that we care about it, it is important for us. In other words, interest is a cause of the activity and participation in that activity.

### **2.2.1 Function of Interest**

Interest is often thought of as a process that contributes to learning and achievement. Research has demonstrated that both situational and individual interest promote attention, recall, task persistence, and effort (Ainley, Hidi, & Berndorff, 2002). Performance and achievement are as important as interest; however it is believed that interest is critically important in its own right. Indeed, one of the primary goals of college education is to help students discover their true interest and chart a life course based on interests developed and nurtured in college. They found that interest can help us think more clearly, understand more deeply, and remember more accurately. Interest has the influence for student to have high accomplishment.

### **2.2.2 Factor of Interest**

Interest has been recognized as a part of motivation. A few research has found interest become a factor that influences the skills of someone. Some of the factors that influence the interest are the consistency, gaudiness, ease of understanding, and concreteness tends to stimulate greater interest of the student than a text without such features (Kahu et al., 2017). Interest helps comprehension and memory for several reasons, interest rises attention to something and interest makes people process a text more deeply. Interest could be seen as a psychological state of engagement, experienced in the moment, and also a predisposition to engage repeatedly in particular ideas, events, or objects over time (Paul, 2014).

### **2.2.3 Types of Interest**

There are two distinct types of interests; (Kahu et al., 2017). They are:

- a. Individual interest is the main influence on students' career goals and therefore course choices. The students were keen to study something they liked.
- b. Situational interest is students' emotional engagement with the environment such as the classes or tasks, and identified three key sets of influences: individual interest and related goals, the teacher's attitudes and emotions, and the learning activities.

### **2.2.4 Effect of Interest**

Interest directs the action to a goal and is the driving factor for doing it. There are desires that push people to interact with the outside world. Interest involves

activities that can be freely done by the individual. Meanwhile, interest is a psychic phenomenon associated with the object or activity that stimulates the feelings of pleasure in individuals (Nurkancana, 1983). Interest is a process that determines the concentration, direction, and persistence of individuals in an effort to achieve the goal. Interest is something that encourages a person to show certain behaviors.

### **2.2.5 Writing Interest**

Interest for writing affects the ways of students approach writing and the result they achieve (Hidi, 2006) . The students have interest in some skills usually more confident to learn. Student with an interest for writing are like to develop and understand about it. Interest for writing based on the behaviors student itself.

## **2.3 Gender Differences**

Many studies report the differences in fact overlook similarities that overweight the differences. Gender is something suggested, created and sustained day by day through interaction among family members (Thompson and Walker, 1989). Men and women are obviously different. Men's genetic code differs from women's (Xia, 2013); men have historically enjoyed greater sociopolitical power and status and women have been conferred greater status in relationship matters. Genetically, men and women's brains are different. Many people declare that two sexes as the same, biologically and genetically are different.

### **2.3.1 Male**

Male and female has differences in many ways. Male have strong physically, in contrast to female that has less muscle physically. They are supposed to be

independent, forceful and goal directed behavior (Rodgers & Thorson, 2003). Most of the males have high self-confidence. In learning language, male are more like in doing speech such as in speaking skill rather than in writing skill. Male have more reading, speech, and emotional problems than female.

### **2.3.2 Female**

As the explanation about male above, here it will explain about female characteristic. Female not as strong as male but they are mature more quickly (Xia, 2013). They are assumed that they are interdependent, nurturing relationship and their priorities are families (Rodgers & Thorson, 2003). Female has low self-confident in doing speech such as in speaking skill. They are more interest in writing, reading and listening skill.

